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ABSTRACT

This report describes a four-day institute funded by the U.S. Office of Education to increase the utilization of government publications by extending the knowledge of academic reference librarians about them. Librarians from 25 universities attended the institute. Discussion of the use of government publications was divided into three broad subject disciplines: humanities, social sciences, and sciences. Available publications and materials were enumerated, and speakers provided examples of the use of government information sources in their research. An evaluation of the institute follows, with a discussion of the responses to the questionnaire given to the participants. The majority of responses were positive, and it is recommended that additional regional institutes be held to inform reference librarians of available publications, as well as a national institute. Appended to the report are the agenda for the institute, a list of the 27 reference librarians who participated, and the questionnaire that was distributed. (SW)

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ED184571

FINAL REPORT TO THE

U. S. OFFICE OF EDUCATION

ASSIMILATION OF GOVERNMENT PUBLICATIONS IN STUDY AND RESEARCH

Institution: Library
University of Illinois at Chicago Circle
Chicago, Illinois 60680

Project Investigator: Beverly P. Lynch
University Librarian

Project Title: Library Training Institute

Grant Number: G007800585

Grant Period: July 1, 1978 to June 30, 1979

Amount of Grant: $14,997

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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Author's Abstract

Government publications enhance the instruction and research activities carried out in colleges and universities. Yet government publications as library resources are vastly underutilized. A library patron must generally rely upon the skills of a reference librarian to maximize fully the use of government publications, for the documents themselves are generally diverse and complex, as are the agencies which issue them. Bibliographic access to them is structured poorly and is not traditional.

To encourage the incorporation of government publications into the instruction and research programs of colleges and universities, an Institute was designed to increase the knowledge of reference librarians in the use of government publications. It was assumed that the reference librarians' knowledge of total library resources was critical to the quality of assistance the librarian gives the patron.

Sponsored by the University of Illinois at Chicago Circle (UICC) Library and funded by the U.S. Office of Education, a four-day Institute was held March 19-22, 1979, on the "Assimilation of Government Publications in Study and Research." The purpose of the Institute was to increase the utilization of government publications. The project sought to attack the problem of underutilization and neglect of government publications by extending the knowledge of reference librarians about them and the specialized tools of access to them.

The institute emphasized (a) patterns of use of government publications according to broad subject disciplines--humanities, social science and science; (b) lesser known but highly useful government publications; and (c) tools of access. The program for the Institute appears as Appendix I.

Reference librarians were chosen as the target group for the Institute because of their strategic position in directing the flow of information within libraries. Reference librarians in many instances act as switching agents channeling information seekers to likely sources of information and to "appropriate" bibliographic tools. If reference librarians are unaware of the vast potential of government publications, they could fail to point them out to scholars and researchers. The skills of reference librarians are critical to any attempt to promote maximum usage of government publications. Knowledge about the diverse and complex area of government documents can heighten their awareness to the need to inform patrons about the nontraditional tools of access necessary to locate these materials.

Multifaceted in nature, wide-ranging in scope, and covering almost the entire spectrum of subject areas, government documents are too often overlooked as purveyors of useful information. Many new, specialized indexes are being produced which allow new avenues of access to government publications. Outside of the normal channels of bibliographic access, reference librarians' skill in directing patrons to these new tools is a key factor in attacking the problem of underutilization and neglect of government publications.

Twenty-nine reference librarians were invited to participate in the Institute; twenty-seven were able to attend. Eligibility for participation was determined by their qualifications and experience, and by the strength of the research programs offered at the institutions with which they were affiliated. In addition, preference was given to applicants working in institutions which have federal depository libraries. Librarians currently working in a separate documents department or documents library were not eligible for participation.

Participation was limited to librarians with master's degrees from library schools accredited by the American Library Association and to individuals employed at academic libraries of institutions which offered a minimum of ten doctoral programs. (For a list of participants and their affiliations, see Appendix II.) All of the participants were from institutions with federal depository status.

Experience was one of the most important criteria used to select participants. In the final selection process, however, some candidates with less that three years' experience were invited to attend the Institute. Ten of the participants had four or less than four years' experience; three of these ten librarians had less than three years' experience. Four librarians with from six to nine years' experience attended. Six of the librarians had from ten to thirteen years' experience. Four of the participants had over twenty years of library experience.

Twenty-three of the participants came from libraries with separate documents departments; four of them came from institutions with integrated collections. The separation of documents from the rest of the library collection is one of the most important reasons that reference librarians need to be informed about government publications and the specialized means of accessing them.

Reflecting the national concern for integrating government publications into the "mainstream of library services," the Institute attracted participants from many different geographic areas. Over half the participants, 15 of 27, came from the Midwest. However, even within the Midwest region, there were seven different states and thirteen different universities represented. Five participants came from the East, two from the South, and three from the West. The accompanying chart gives a breakdown of the universities represented by geographic region.

Midwest

Michigan State University
East Lansing, Michigan

University of Wisconsin-Milwaukee
Milwaukee, Wisconsin

Southern Illinois University
Carbondale, Illinois

University of Illinois at Chicago Circle
Chicago, Illinois

Northern Illinois University
DeKalb, Illinois

Iowa State University
Ames, Iowa

Indiana University at South Bend
South Bend, Indiana

Miami University
Oxford, Ohio

Ohio State University
Columbus, Ohio

University of Wisconsin
Madison, Wisconsin

Northwestern University
Evanston, Illinois

University of Missouri-Columbia
Columbia, Missouri

University of Michigan
Ann Arbor, Michigan

University of Chicago
Chicago, Illinois

University of Minnesota
Minneapolis, Minnesota

East

University of Pennsylvania
Philadelphia, Pennsylvania

State University of New York at Buffalo
Buffalo, New York

Cornell University
Ithaca, New York

Pennsylvania State University
State College, Pennsylvania

Princeton University
Princeton, New Jersey

South

University of North Carolina at Chapel Hill
Chapel Hill, North Carolina

Duke University
Durham, North Carolina

West

University of Arizona
Tucson, Arizona

University of Colorado at Boulder
Boulder, Colorado

University of Texas at Austin
Austin, Texas

The opening session of the Institute enabled two scholars to present a theoretical underpinning for many of the issues raised during the course of the Institute. Mary Jo Lynch described the elements of the reference interview. Bernard Fry offered an overview of the utilization of government publications in the information system.

During the following three days the three broad areas of scholarship (humanities, social sciences, and sciences) were covered, each session emphasizing the broad scope of available government publications and materials applicable to various subject disciplines. Speakers representing the broad areas of scholarship addressed the conference each day. Francis V. O'Connor, representing the humanities, informed the conference about the use of federal archives and government publications in his research. Andrew Hacker spoke on the uses of the census data in social science research, and Glenn Stout described the uses scientists make of technical report literature. After each presentation, the University of Illinois at Chicago Circle documents librarians conducted practical sessions at which they described the types of materials available in the various subject areas and the indexes and access toools useful in locating them. A notebook containing bibliographies, guides, charts, and other aids compiled for the Institute was distributed to each participant. Using the materials in the notebook, transparencies, and "hands-on" experience with documents and indexes, the documents librarians sought to convey some of their skills in and insights into using government publications in research. Detailed discussions of many of the new and some of the old access tools were coupled with examples from many subject fields.

At the closing session, Patricia Swanson, Regenstein Library, University of Chicago, summarized the Institute. The Institute was structured to bring the needs of scholarship and the output of government agencies to the reference librarians' scheme of awareness so that these materials would be considered in the entire context of the library's total resources. The blend of the theoretical and practical gave reference librarians the ability to put into immediate practice the knowledge gained during the Institute.

Evaluation

In order to evaluate the effectiveness of the Institute in terms of its stated objectives and the factors which contributed to or hindered its success, a questionnaire (Appendix III) was distributed to the participants on the last day of the Institute. Twenty-five of the twenty-seven participants returned the completed evaluations. Overall the respondents indicated that the Institute was useful to them. Eighteen of the participants rated the Institute as excellent or very good; only two of them rated it as fair, and no one thought it was poor.

The Institute sought to attack the problems of neglect and underutilization of government publications by focusing on improving reference librarians' knowledge and awareness of government documents. Determining how well the Institute succeeded in meeting its objective of extending the knowledge of reference librarians in the use of government publications and in the means of accessing them was the purpose behind several questions in the evaluation. The pattern of results clearly indicates that the Institute ably met its objective. As can be seen from the accompanying table, the participants' evaluation of the Institute were very positive. Twenty-four of twenty-five respondents agreed that the Institute will benefit them in their reference work and will improve their performance; not one of the participants disagreed with this evaluation. Participation in the Institute clearly will enhance the ability of these reference librarians to integrate government publications into the total information structure at their respective libraries.

Letters received by the Library following the Institute reveal follow-up action taken by some participants after their return to their own libraries. Some held information meetings with colleagues; others shared their notebooks with reference and documents librarians, and with library educators. Some of these letters are appended as Appendix IV.

	(N=25) Agree	Disagree
Institute will help me in my reference work	24	0
Institute will improve the help I give to students and staff	24	0
Institute has increased my awareness of government publications as a potential information source	21	1
Institute will assist me to bring government publications in the mainstream of library services	21	0
Due to the Institute, I will encourage patrons to utilize government publications more than I have in the past	19	0

One of the desired outcomes of the Institute was to promote an increased understanding of the specialized bibliographic tools necessary to access government publications, along with a recognition of the variety of materials, formats, and levels of information published by the government. Understanding more about the scope of government publications, the uses of documents in research, and the kinds of materials available leads to increased appreciation of their value and importance. The responses to the questions measuring how well the Institute performed in conveying this information attest to its success.

The participants were asked if the Institute was helpful in extending their knowledge in each of the following areas:

	(N=25) Helpful	Not Helpful
Indexes and access routes to government publications	23	2
Uses of government publications in scholarship and research	24	1
Diversity of materials and resources within government publications	22	3

Alerted to the existence and uses of specialized indexes, aware of the scope of government publications, and attuned to the necessity of making greater use of them, reference librarians will be better able to direct patrons to government publications and to integrate them into the "mainstream of library services."

The questionnaire sought to ascertain how well the Institute was organized and to evaluate specific parts of the program. Judgments about the overall organization of the Institute contribute to the analysis of how well this Institute functioned and help to identify strengths and weaknesses for similar programs in the future. With the possibility that future Institutes could inform a larger audience of reference librarians about government publications, some knowledge about the success or failure of the format and activities of this Institute was sought as test of this "model".

Twenty of the twenty-five respondents agreeed that the program activities worked well together and that they were well organized. These positive results reflect the overall success of the project. Clearly the success of this Institute testifies to the need for more interaction between reference librarians and documents librarians.

	Agree	Disagree
Activities were well organized and scheduled so that I felt my time was used in a useful and productive manner	20	3
Program activities worked well together	20	2

Specific program elements of evaluations are given in the accompanying table. The practical sessions consisted of presentations of information about government publications and the specialized index tools and access routes. Lectures, visual aids (overhead projector), notebook containing handouts, and "hands-on" experience with government documents were all a part of these presentations. These sessions were rated very favorably. All 25 of the respondents found something useful in the social sciences sessions; not one found this session not useful. The science session received the most unfavorable responses with five participants finding this session not useful; each of the other sessions had a morning and afternoon part, while all of the discussion of science materials was covered in one morning session the last day. The abbreviated nature of this session may account for some of the criticism. Twenty of the participants did find this session useful.

Each participant was given a notebook containing a variety of handouts to be used during the Institute. These handouts consisted of guides, bibliographies, charts, tables, and other materials. These materials were designed to equip the reference librarians with concrete resources they could utilize in their work. The notebooks were a part of the practical presentations of the documents librarians. As can be seen in the table below, these handouts received high marks.

At the end of each of the first three days there was a panel discussion, focusing for the most part on the issues raised during that day's presentations. These discussions were question-and-answer sessions allowing for interaction of the participants with the speakers and the documents librarians. Poor placement of the question about these discussions is probably responsible for the low response rate: only 14 participants answered this question.

Practical sessions:	Useful	Not useful
Social sciences	25	0
Humanities	23	2
Science	20	5

Handouts:	Useful	Not useful
Social sciences (N=24)	24	0
Humanities (N=23)	22	1
Science (N=24)	23	1

	Useful	Not useful
Panel discussions (N=14)	12	2

Audiotapes of the outside speakers and documents librarians sessions were made in the hope that they might, in conjunction with other materials from the Institute, be utilized as training devices. The results indicate that audio tapes of the speakers might have some value; however, 7 of the 25 thought that such tapes would not be useful. While 7 of 25 is not even a majority, it does represent one

of the highest negative scores in the evaluation. One reason for the relatively low score may be related to the tremendous range of reactions to the five different speakers.

Audiotapes of the documents librarians were considered as not useful by 14 of the 25 respondents. The comments of some of the participants indicate that audiotapes of the practical sessions would lack the visual aspect and the "hands-on" experience of these presentations. The positive response to the idea of future training sessions suggests that audiotapes as a training device were being criticized, not the presentation of the documents librarians.

The proposal called for using a Proceedings volume to disseminate to a larger audience the message of the Institute concerning government publications. Twenty-two of the participants thought that printed copies of the speeches would be useful to other librarians. A monograph on use of government publications in instruction and research would thus be worthwhile in training other librarians and in publicizing government publications as a valuable information resource.

	Useful	Not useful
Training sessions similar to the ones conducted at this Institute by the documents librarians	22	3
Printed copies of the speeches	22	3
Audiotapes of the speakers	18	7
Audiotapes of the documents librarians' sessions	11	14

Would an Institute like this one benefit other reference librarians? Twenty-four of the twenty-five participants indicated it would. This overwhelmingly favorable response not only affirms the success of the Institute, it also suggest that it could serve as a model for future Institutes. Twenty-two of the reference librarians indicated that training sessions like the ones conducted by the documents librarians would be useful to other librarians. This positive response suggests that workshops or mini-institutes could be a successful outcome of the Institute.

Several questions were asked in an effort to evaluate how responsive reference librarians would be to a similar program on international, state or local publications. Training sessions like this Institute in other areas were strongly endorsed. Dramatically

positive approval was given to an Institute on international publications. Of the 24 participants who agreed that an Institute on international publications would be useful, 19 strongly endorsed it. Other institutes on state or local publications were also viewed favorably, with 19 respondents agreeing with the idea and only one respondent disagreeing in each instance.

	Agree	Disagree
An Institute like this one on international publications would be useful	24	0
An Institute like this one on state publications would be useful	24	1
An Institute like this one on local publications would be useful	23	1
An Institute like this one would benefit other reference librarians	24	0

The participants were asked to comment on the parts of the Institute they found most and least helpful and to suggest ways it could have been improved. (The column at the right indicates how many participants listed each item.)

Comments on the most helpful aspects of the Institute	Number
Notebook and handouts	9
Speakers in subject areas	7
Interaction with other reference librarians	5
Interaction with the documents librarians and the speakers	3
Seeing examples of documents	3
Practical sessions	2

Comments on least helpful aspects of the Institute	Number
Practical information/Documents librarians sessions	6
Speakers	4
Panel discussions	1

Suggestions for improving the Institute

Coordinate handouts and discussion/Number handouts in the notebook	6
More depth on indexing tools	3
Go into specific search processes	3
Homework: more involvement by participants	3
More hands-on experience	2
Speakers critical of government publications as an information resource	2
Organize lunch sessions	2
Shorten Institute	2

All things considered, would you rate the Institute excellent, very good, fair, or poor in terms of its usefulness to you?

Excellent	7
Very good	11
Good	5
Fair	2
Poor	0

The evaluation indicated that the Institute met, to a high degree, the objectives for which it was designed.

PROCEEDINGS

Arrangements are being made for publication of the papers.

In the project proposal a video tape of the proceedings was envisioned, but further consultation with experts at the University led to abandonment of this aspect of the proposal. To produce a video tape of quality requires hours of editing time. The intended audience for such a tape was also questioned.

The sessions were audio-taped, however, for use in the final editing of the proceedings.

Recommendations

1. The favorable response to this Institute suggests that similar institutes should be given in various parts of the country.

2. A national institute similarly designed on the use of government publications in public libraries should be given consideration.

INSTITUTE ON

ASSIMILATION OF GOVERNMENT PUBLICATIONS

IN STUDY AND RESEARCH

Monday, March 19, 1979

12:00 noon	Registration, Lecture Center F 1
1:45 p.m.	Introduction to the Conference Yuri Nakata Documents Librarian
2:00 p.m.	The Reference Process Mary Jo Lynch, Director Office of Research American Library Association Questions and Answers Recess
3:30 p.m.	The Utilization of Government Publications in the Information Process Bernard Fry, Dean Graduate Library School Indiana University Bloomington, Indiana Questions and Answers
5:00 p.m.	Reception for Speakers, Participants, UICC Administrative Officers and Library Faculty Faculty Lounge Circle Center, Third Floor

Tuesday, March 20, 1979

8:30 a.m.	Coffee and Rolls, Lecture Center F 1
9:00 a.m.	The Wide Scope of Government Publications and Their Use in Humanities Research
	Francis O'Connor, Author
	Questions and Answers
	Recess
10:30 a.m.	Government Publications Useful in Instruction and Research in the Humanities
	Barbara Ford Documents Librarian
12:00	Unscheduled Time
2:00 p.m.	Indexes and Tools of Access to Government Publications Useful in Humanistic Research and Scholarship
	Yuri Nakata
	Recess
4:30 p.m.	Panel Discussion and Summary
	Karen Seibert Reference Librarian University of Illinois at Chicago Circle
5:00 p.m.	Reception for Participants
	Rare Book Room Library
	Tour of Documents Department and Computer Search Service

Wednesday, March 21, 1979

8:30 a.m.	Coffee and Rolls, Lecture Centure F 1
9:00 a.m.	The Nature of Government Publications: The Use of Census Bureau Publications in Social Science Research
	Andrew Hacker Professor of Political Science Queens College of the City University of New York
	Questions and Answers
	Recess
10:30 a.m.	Government Publication Useful in Instruction and Research in the Social Sciences
	Yuri Nakata and Barbara Ford
12:00	Unscheduled Time
2:00 p.m.	Nakata and Ford Continue Social Sciences Discussion
	Recess
4:30 p.m.	Panel Discussion and Summary
	Karen Seibert

Thursday, March 22, 1979

8:30 a.m.	Coffee and Rolls, Lecture Center F 1
9:00 a.m.	The Scientist and Use of and Contribution to Technical Report Literature
	Glenn Stout Director Water Resources Center University of Illinois at Urbana-Champaign
	Questions and Answers
	Recess
10:30 a.m.	Indexes to Technical Report Literature and Computer Searching of Data Bases
	Nakata and Ford
12:00	Unscheduled Time
2:00 p.m.	Summary of Institute
	Patricia Swanson Reference Department University of Chicago
	Evaluation and Concluding Remarks
	Beverly Lynch University Librarian University of Illinois at Chicago Circle

APPENDIX II

Government Publications Institute
March, 1979
List of Participants

Cynthia C. Adams
Reference Librarian
Humanities Reference Department
Wilson Library 024 A
University of North Carolina at
Chapel Hill
Chapel Hill, North Carolina 27514

Elizabeth J. Airth
Special Services Department
The General Libraries
The University of Texas at Austin
Austin, Texas 78712

Jane Arnold
Michigan State University
Libraries - Reference Department
East Lansing, Michigan 48824

Paul Barton
Central Reference
Main Library
University of Arizona
Tuscon, Arizona 85721

Jane Bryan
University of Pennsylvania
Charles Patterson Van Pelt Library
Reference Department
Philadelphia, Pennsylvania 19104

Linda Bulen
Reference Librarian
University of Wisconsin - Milwaukee
2311 E. Hartford
Milwaukee, Wisconsin 53211

Tom Cashore
Social Studies Division
Morris Library
Southern Illinois University -
Carbondale
Carbondale, Illinois 62901

Lamia Doumato
Art and Architecture Librarian
Art and Architecture Library
University of Colorado at
Boulder
Boulder, Colorado 80309

Aline Fairbanks
Reference Department
University Library
University of Illinois at
Chicago Circle
Chicago, Illinois 60680

Robert Fischer
Founders Memorial Library
Northern Illlinois University
DeKalb, Illinois 60115

Gary Fouty
Head, Reference Department
156 Library
Iowa State University
Ames, Iowa 50011

Mary Sue Freitag
Reference Librarian
Library - Indiana University
at South Bend
1700 Mishawaka Avenue
South Bend, Indiana 46615

Marilyn Haas
Reference Department
Lockwood Memorial Library
Buffalo, New York 14260

Caroline D. Harnly
Science Library
Miami University
Oxford, Ohio 45056

Gail Herndon
Reference Department
Main Library - Ohio State University
1858 Neil Avenue Mall
Columbus, Ohio 43210

Martha Hsu
Associate Librarian - Reference
Reference Department
Olin Library
Cornell University
Ithaca, New York 14850

Jacqueline Kelly
Assistant Reference Librarian
Memorial Library
728 State Street
Madison, Wisconsin 53786

Deborah C. Masters
Assistant Librarian
E108 Pattee Library
The Pennsylvania State University
University Park, Pennsylvania 16802

Constance McCarthy
Northwestern University
Reference Department
Northwestern University Library
Evanston, Illinois 60601

William Morgan
Architecture Librarian
Architecture Library
University of Michigan
Ann Arbor, Michigan 48109

Judith B. Quinlan
Reference Librarian
William R. Perkins Library
Duke University
Durham, North Carolina 27706

Deborah A. Raikes
Microforms Librarian
Princeton University Library
Princeton, New Jersey 08540

James Rambow
Social Science Librarian
Ellis Library
University of Missouri, Columbia
Columbia, Missouri 65201

Beverly L. Renford
Assistant Librarian - Reference
E108 Pattee Library
The Pennsylvania State University
University Park, Pennsylvania 16802

Sandra Roscoe
Assistant Reference Librarian
Joseph Regenstein Library
1100 East 57th Street
Chicago, Illinois 60637

Carol Tobin
Reference Department
University Library
University of Illinois at Chicago Circle
Chicago, Illinois 60680

Patricia Turner
Reference/Bibliographer Political Science
180 O. M. Wilson Library
University Libraries
University of Minnesota
Minneapolis, Minnesota 55455

Government Publications Institute Evaluation

1. Please indicate below the extent to which you agree or disagree with each of the following statements about the Institute. Just circle one number for each statement.

   5. If you agree strongly with the statement.
   4. If you agree moderately with the statement.
   3. If you neither agree nor disagree with the statement.
   2. If you disagree moderately with the statement.
   1. If you strongly disagree with the statement.

a)	The Institute has increased my awareness of government publications as a potential information source.	5 4 3 2 1	(3
b)	The Institute will assist me to bring government publications into the "mainstream of library services."	5 4 3 2 1	(4
c)	Due to the Institute, I will encourage patrons to utilize government publications more than I have in the past.	5 4 3 2 1	(5
d)	The Institute will help me in reference work.	5 4 3 2 1	(6
e)	The Institute will improve the help I give to students and staff.	5 4 3 2 1	(7
f)	Activities were well organized and scheduled so that I felt my time was arranged in a useful and productive manner.	5 4 3 2 1	(8
g)	The program activites worked well together.	5 4 3 2 1	(9
h)	An Institute like this one would benefit other reference librarians.	5 4 3 2 1	(10
i)	An Institute like this one on international publications would be useful.	5 4 3 2 1	(11
j)	An Institute like this one on state publications would be useful.	5 4 3 2 1	(12
k)	An Institute like this one on local publications would be useful.	5 4 3 2 1	(13

2. Is your library a federal depository? Yes____ No____ (14

3. Does your library have a separate documents unit? Yes___ No__ (15

4. How many years have you been a librarian? _____ (16

5. All things considered, would you rate the Institute excellent, very good, good, fair, or poor in terms of its usefulness to you? Please feel free to make comments.

   1___Excellent
   2___Very good
   3___Good
   4___Fair
   5___Poor (17

6. Please indicate below how useful each of the following program elements was to you. Circle one number for each element.

	Extremely Useful	Very Useful	Somewhat Useful	Not Too Useful	Not At All Useful	
Practical Sessions						
a) Humanities	5	4	3	2	1	(18)
b) Social Sciences	5	4	3	2	1	(19)
c) Science	5	4	3	2	1	(20)
Handouts						
a) Humanities	5	4	3	2	1	(21)
b) Social Sciences	5	4	3	2	1	(22)
c) Science	5	4	3	2	1	(23)
Speakers						
a) Humanities: O'Connor	5	4	3	2	1	(24)
b) Social Sciences: Hacker	5	4	3	2	1	(25)
c) Science: Stout	5	4	3	2	1	(26)
d) Government Publications: Fry	5	4	3	2	1	(27)
e) Reference: Lynch	5	4	3	2	1	(28)
Panel Discussions	5	4	3	2	1	(29)

7. How useful would each of the following be to other reference librarians if they were made available?

a) Audiotapes of the speakers	5	4	3	2	1	(30)
b) Printed copies of the speeches.	5	4	3	2	1	(31)
c) Audiotapes of the documents librarians' sessions (Y.N. & B.F.)	5	4	3	2	1	(32)
d) Training sessions similar to the ones conducted at this Institute by documents librarians.	5	4	3	2	1	(33)

8. All things considered, would you rate the Institute excellent, very good, good, fair or poor in terms of its usefulness to you? Please feel free to make comments.

1___Excellent

2___Very good

3___Good

4___Fair

5___Poor

(34)

9. Please indicate below how helpful the Institute was to you in extending your knowledge in each of the following areas. Just circle one number for each area listed.

Area	Very Helpful	Helpful	Somewhat helpful	Not too helpful	Not at all helpful	
Uses of government publications in scholarship and research.	5	4	3	2	1	(35)
Indexes and access routes to government publications.	5	4	3	2	1	(36)
The diversity of materials and resources within government publications.	5	4	3	2	1	(37)
Other, please specify_____.	5	4	3	2	1	(38)

(39)

10. Which parts of the Institute were most helpful to you as a reference librarian?

(40)

(41)

11. What parts were least helpful? (42)

(43)

12. What suggestions, if any, do you have for improving the Institute? (44)

(45)